

The top left corner of the slide features a series of thin, light brown lines that intersect to form several overlapping, irregular polygons. These lines create a complex, abstract pattern that resembles a stylized map or a network of connections.

## CROSS LINGUISTIC AAC CORE BOARDS: SUPPORTING PARTICIPATION FOR CHILDREN WITH COMPLEX COMMUNICATION NEEDS

Margaret Vento-Wilson, Ph.D., CCC-SLP

Department of Speech-Language Pathology

Assistant Professor

# LANGUAGE SPECIFIC CORE BOARD PROJECT MEMBERS

Kylie Bronner, Ariel Calvario, Allison Chien, Itzel Diaz Cortez, Andrea Escobedo, Nadia Espitunal Rodriguez, Alexandra Heurta, Abigail Hoffman, Emily Klemm, Angie Loor, Cara Mahoney, Britney Mai, Natalie Mejia, Brianna Nguyen, Alexia Perez, Kevin Quijano, Valencia Rogers, Stephanie Shen, Taylor Short, Valerie Smith, Jordan Thompson, Isabella Vasiliadis, Janine Vuong



# PROJECT GOALS

## Engaged Learning

Providing students with an opportunity to link the theory of the classroom to clinical practice in the field

## Interprofessional Education

Supporting inter-departmental opportunities to learn with, about, and from students in related fields (departments of SLP and Kin)

## Community Based Engagement

Supporting communicative competence for children with communicative disabilities in recreational activities



**ENGAGED  
LEARNING**



like 	want 	get 	make 	good 	more 
not 	go 	look 	turn 	help 	different 
I 	he 	open 	do 	put 	same 
you 	she 	that 	up 	all 	some 
it 	here 	in 	on 	can 	finished 
where 	what 	why 	who 	when 	stop 

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# AAC CORE BOARDS

- AAC core boards combine pictures and words of core vocabulary to support communication. Core vocabulary is vocabulary that is commonly used such as “You”, “I”, “Get”, “Do” and “Where”.
- Core vocabulary refers a small number of words that make up >70-90% of what we say on a daily basis.
- Core vocabulary is thus of high importance for all AAC users, regardless of physical or intellectual disabilities.

# LANGUAGE SPECIFIC CORE BOARDS

## Simplified Mandarin AAC Board



## LANGUAGE SPECIFIC CORE BOARDS

We began the creation of the core board by directly translating the English core board from the Project Core website to Mandarin. The first issue we came across was the direct translation of “*make*” and “*do*” because both translate to “做.” The pronouns “he/him,” “she/her,” and “it” were also repetitive because in Mandarin, “他,” “她,” and “它” are pronounced the same way, “tā.” Mandarin speakers only differentiate between these three pronouns in reading and writing.

Mandarin speakers can deduce which pronouns their communication partner uses based on context. In addition, the English word “turn” is a homonym and can be used to indicate position (“*turn around*”) or to pass a chance to someone else (“your turn”). However, there is no homonym for “turn” in Mandarin. Therefore, we opted to use the character that indicates the position, which is “转.” We felt that having directional words would be more helpful. All characters mentioned that posed potential issues in the future are in red on the chart.



# LANGUAGE SPECIFIC CORE BOARDS


French AAC Core Board					
aimer 	vouloir 	obtenir 	faire 	bien 	plus 
pas 	aller 	regarder 	salut 	aider 	différent/e 
je 	il/un/le 	ouvrir 	faire 	mettre 	oui 
vous 	elle/une/la 	ce/cet/cette 	en haut 	tous 	du 
non 	ici 	dans 	sur 	pouvoir 	fin 
où 	quoi 	pourquoi 	qui 	quand 	arrêter 

# LANGUAGE SPECIFIC CORE BOARDS

We decided to include the definite and indefinite French articles *le, la, les, un, une, and des*. This decision was included by a study that stated that 11-month-old infants can recognize real articles when presented with real and fake articles (Hallé et al., 2008). We also felt as though it was important to include these articles as they are essential in Romantic languages, including French, as they modify nouns. An example of this is how in French an article is necessary when using an abstract concept noun, but not needed in the English language (Baytte et al., 2003).

We decided to use unconjugated verbs so that they can be used in a variety of contexts. The unconjugated verb can be used with correct pronoun usage to indicate tense and conjugation. Some of the verbs that could be used in a variety of contexts would be *ouvrir* (to open), *changer* (to change), and *aider* (to help). By keeping these verbs unconjugated we can allow space for different words while still allowing our vocabulary choice to aid in functional language use.

# LANGUAGE SPECIFIC CORE BOARDS

मूल शब्द					
पसंद 	चाहना 	पाना 	बनाना 	अच्छा 	और 
नहीं 	जाओ 	देखो 	मोड़ 	मदद 	अलग 
मैं 	वह 	खुला 	करना 	रखना 	वही 
आप 	वह 	वह 	ऊपर 	सभी 	कुछ 
यह 	यहाँ 	में 	पर 	कर सकना 	खतम 
कहाँ 	क्या 	क्यों 	कौन 	कब 	रुकना 

# LANGUAGE SPECIFIC CORE BOARDS

India is a country whose population is made up of various cultures and religions. Due to the extensive variability as well as the prevalence of Hindi speakers, it was decided the depictions used on this core board not be restricted to a particular culture or religion as not to create cultural nor religious bias. This decision would ideally allow for this core board to reach many Hindi speakers and limit the chance for nonuse of the board for feelings of discrimination or distaste towards a certain religion or cultural practice.

The word “*in*” in English is a preposition; however, when researching the Hindi translation for this word, two different translations were evident: मैं, pronounced *mein*, and अंदर, pronounced *andar*. *Mein* is a preposition, similar to the English “*in*” whereas *andar* is classified as an adverb. Our previously referenced native Hindi speaker confirmed that to convey the same intent in Hindi as the English version of the word, the word *mein* would be utilized as *andar* is often utilized similarly to the English word “*inside*” and thus resulting in a different meaning. The English word “*finished*” is also presented with various translations in the Hindi language.

# LANGUAGE SPECIFIC CORE BOARDS



# LANGUAGE SPECIFIC CORE BOARDS

We decided to include the feminine and masculine forms of words in order for the user and communication partner to use them appropriately depending on the subject/ noun.

There is not an exact translation for *not* in Spanish, but the word *no* is usually used for negative statements.


We chose *ir* instead of *vete* for *go* because the latter is more formal and fits in a wider variety of sentences.

Additionally, *ir* is also an intransitive verb, making it more commonly used than *vete*, which is an imperative verb.

We decided to use *mismo* instead of *igual* to denote *same* because it is most commonly used and *igual* also typically refers to *equal*.

# LANGUAGE SPECIFIC CORE BOARDS

**Vietnamese AAC Core Board**

thích 	muốn 	lấy 	làm 	chơi 	nữa 
không 	đi 	nhìn 	quay 	giúp 	khác 
Tôi 	bác/chú/anh/em 	mở 	giỏi 	bỏ 	giống 
vui mừng vui cười  buồn giận 	bác/cô/chị/em 	cái đó 	lên 	tất cả 	vài 
nó 	ở đây 	trong 	trên 	có thể 	làm xong 
ở đâu 	cái gì 	tại sao 	ai 	khi nào 	dừng lại 

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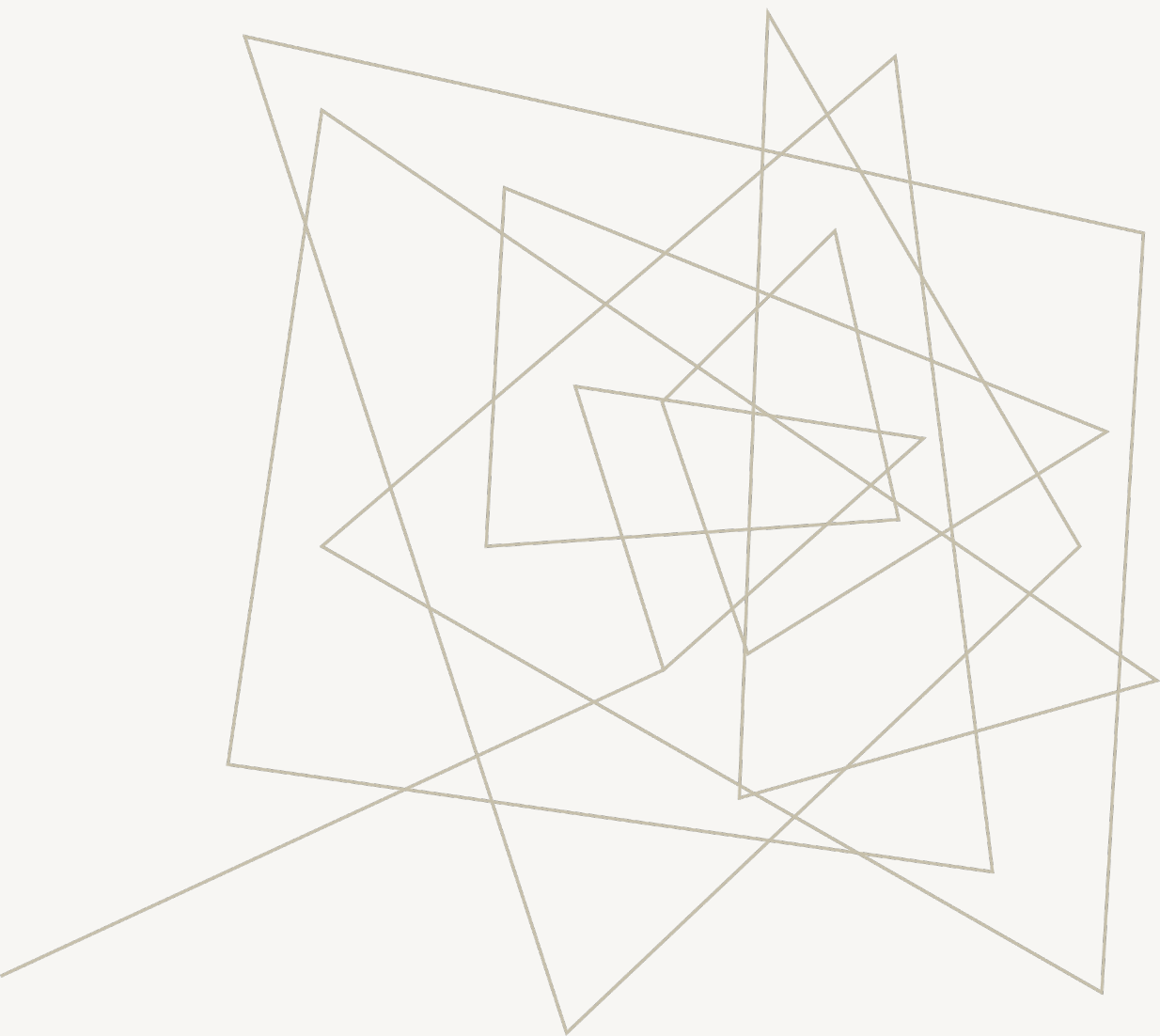
# LANGUAGE SPECIFIC CORE BOARDS

**Make/Do:** We decided to remove the words “*make*” and “*do*” because both of these words are expressed by the same term in Vietnamese. In removing the word, we are able to replace it with another that we determined would be more beneficial and useful for an individual’s daily communication such as “play.”

**Play:** The word “play” was added to our core vocabulary because it is a term widely used by children, especially by younger children whose primary focus and attention is on playing in order to learn different skills and how to socialize with others.

**Pronouns:** For the pronouns, we added multiple options to say the word because Vietnamese speakers usually address other speakers by their name or another term associated with age as a form of respect. The four different Vietnamese options provided for the pronouns correlate with the age of the communication partner relative to the age of the AAC user.





# INTERPROFESSIONAL EDUCATION



## CSULB CAMP NUGGET

- Camp Nugget provides small group instruction by university students enrolled in the KIN Department who are studying to receive an Adapted Physical Education Teaching Credential under the supervision of Dr. Melissa Bittner, CSULB Professor.
- Camp activities include perceptual-motor and fundamental motor skills, health-related physical fitness, dance, lead-up cooperative games, and adapted sports. The 4-week program begins usually the last Monday in June and continues throughout the first three weeks of July. Camp Nugget is designed for children disabilities ages 5 - 17 years.
- The SLP students worked with the Kinesiology students during the camp and integrated the core vocabulary into the recreational activities.
- This working relationship established potential future relationships between allied professionals on IEP teams in the schools.



# COMMUNITY BASED ENGAGEMENT

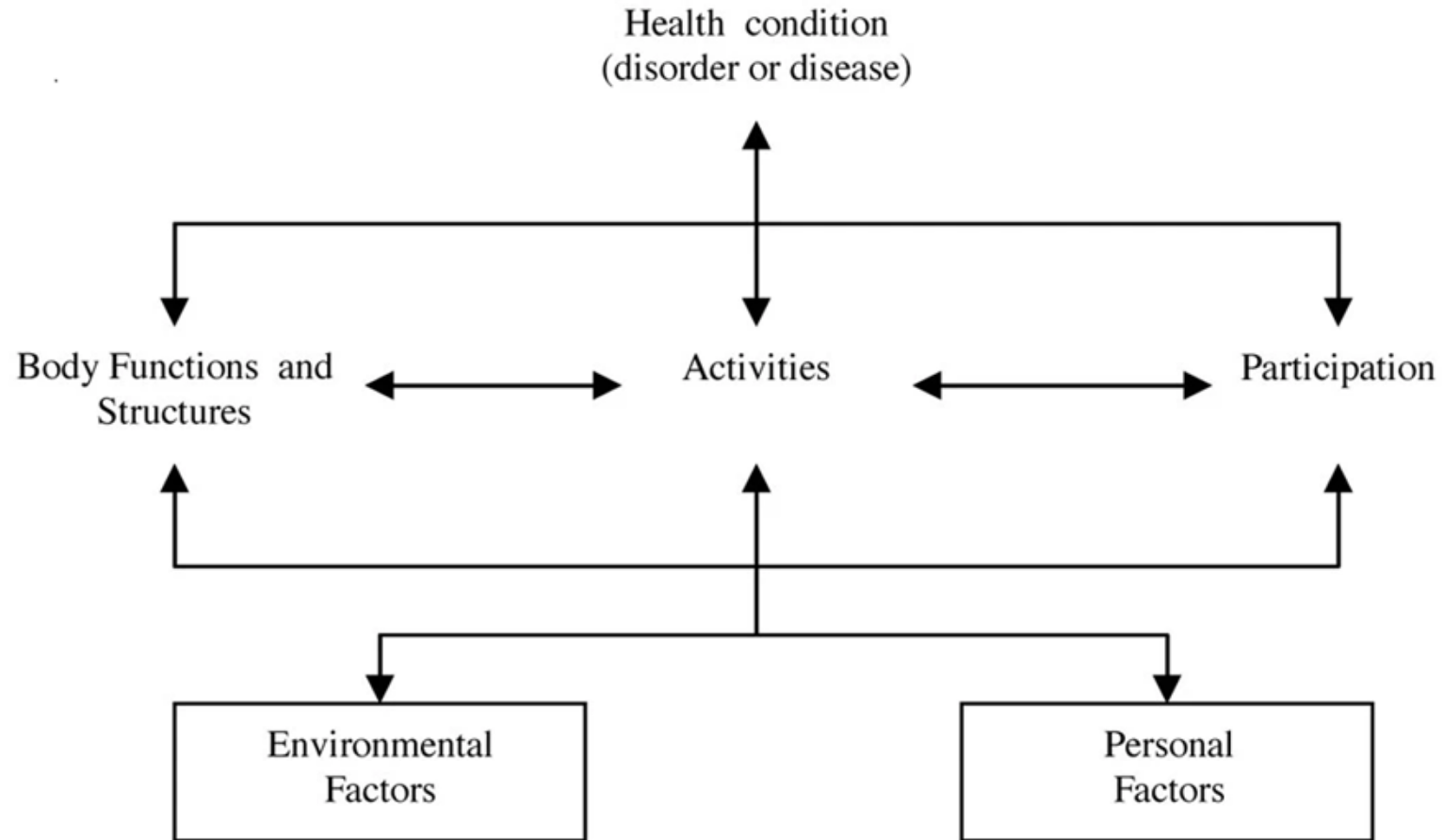


# AAC AND PARTICIPATION

The 2007 International Classification of Functioning, Disability, and Health for Children and Youth (WHO, 2007) provides a biopsychosocial model for health and health functioning across contexts. Central to this model is the role of communication in activity and participation.

For children with CCNs whose use of natural speech cannot meet their daily communicative needs, communicative autonomy is intertwined with their ability to use AAC systems to express want and needs, share information, build relationships, and participate more broadly in their communities.

# WHO ICF MODEL OF DISABILITY



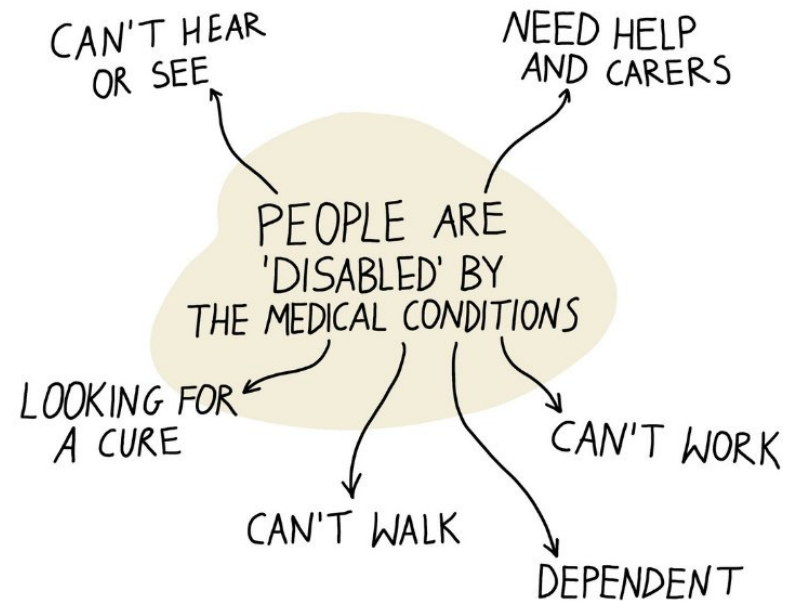
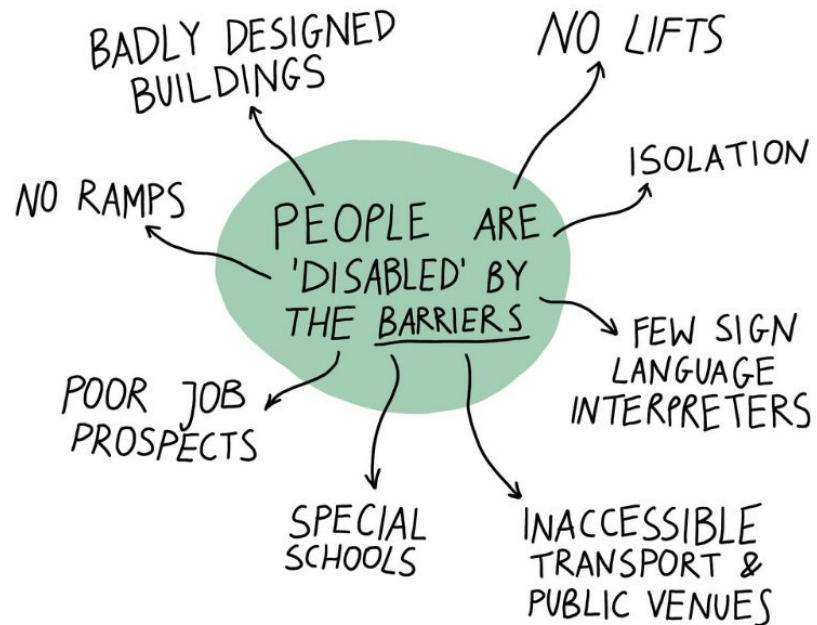
# SOCIAL MODEL OF DISABILITY



## The Social Model

VS

## The Medical Model





## PROJECT GOALS: 2024

### Engaged Learning

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### Interprofessional Education

Supporting inter-departmental opportunities to learn with, about, and from students in related fields (departments of SLP and Kin)


### Community Based Engagement

Supporting communicative competence for children with communicative disabilities in recreational activities

### Collaborative Research Project

Continue the process and conduct survey on the participating students.



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Thank you for your time and interest.

[Margaret.Vento-Wilson@csulb.edu](mailto:Margaret.Vento-Wilson@csulb.edu)